

**TUTORS' STRATEGIES IN ONLINE TEACHING LISTENING OF TOSE
PREPARATION IN IAIN SURAKARTA ACADEMIC YEAR 2020/2021**

THESIS

**Submitted As a Partial Requirements fo Undergraduate Degree in English
Language Education**



By:

Miftakhul Jannah

SRN. 163221233

ENGLISH LANGUAGE DEPARTMENT

CULTURES AND LANGUAGES FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISOR SHEET

Subject: Thesis of Miftakhul Jannah

SRN. 16.32.2.1.233

To:

**The Dean of Culture and
Language Faculty IAIN
Surakarta in Surakarta**

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisor, we stated that the thesis of:

Name : Miftakhul Jannah

SRN : 16.32.2.1.233

Title : **Tutors' Strategies in Online Teaching Listening of TOSE
Preparation in IAIN Surakarta Academic Year 2020/2021**

Has already fulfilled the requirements to be presented before The Board of Examiner (Munaqosah) to gain Undergraduate Degree in IAIN Surakarta.

Thankyou for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, December 23rd 2020




Advisor



Furqon Edi Wibowo, M.Pd.
NIP. 198901242017011 128

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “Tutors’ Strategies I Online Teaching Listening Of TOSE Preparation In Iain Surakarta Academic Year 2020/2021” by Miftakhul Jannah has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education.

Chairman	: Wildan Mahir Muttaqin, M.A. TESL. NIP. 19860427201903 1 008	 (.....)
Secretary	: Furqon Edi Wibowo, M.Pd. NIK. 19890124201701 1 128	 (.....)
Main Examiner	: Dr. Rochmat Budi Santoso, S.Pd., M.Pd. NIP. 19691111 200212 1 001	 (.....)

Surakarta, December 23rd 2020

Approved by

The Dean of Culture and Language Faculty



Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005

DEDICATION

Alhamdulillahirabbil'alamin, praise thank to Allah SWT who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now, and tomorrow ever after.

1. My beloved mom and dad.
2. My annoying brothers and sister but i love them tho.
3. My lovely big family.
4. My caring and dramatic friends.
5. My cutie pie kittens.
6. My campus that really changed me so much, IAIN Surakarta.

MOTTO

“Maka nikmat Tuhanmu yang manakah yang kau dustakan?”

(Ar-Rahman-21)

“Action is better than talk only”

(Unknown)

PRONOUNCEMENT

Name : Miftakhul Jannah
SRN : 16.32.2.1.233
Study Program : English Language Education
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis titled “**TUTORS’ SRATEGIES IN ONLINE TEACHING LISTENING OF TOSE PREPARATION IN IAIN SURAKARTA ACADEMIC YEAR 2020/2021**” is my real masterpiece. The things out my masterpiece this thesis are signed by citation and referred in the bibliography.

If later proven my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 23rd December 2020

Stated by:

Miftakhul Jannah
SRN. 16.32.2.1.233

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The researcher realizes that this research is far from perfect. Therefore, the researcher is open up for constructive comments, critics, suggestions, and advices. Those things will be appreciated. Last but not least, the researcher hopes this research can be useful for anyone who reading this.

Surakarta, December 23rd 2020

Sincerely, the Researcher

Miftakhul Jannah
SRN. 16.32.2.1.233

ABSTRACT

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Keywords : *Online Listening Strategies, Tutors' Online Listening Strategies, Tutors' Challenges.*

Speaking gains much attention than listening while both of those are linked. In this pandemic of Covid-19, the learning system has been changed in to distance learning. TOSE preparation also uses distance learning which focusing in listening. Therefore, this research aims to explore what strategies used by tutors and what difficulties they faced during the online teaching listening of TOSE preparation in IAIN Surakarta Academic Year 2020/2021.

The researcher used descriptive qualitative as the research design where collecting the data through questionnaire, interview, and documentation. The subjects of this study are tutors of TOSE prepration in IAIN Surakarta. The collected data were analyzed by Miles and Huberman theories, they are: (1) Data Condensation, (2) Data Display, and (3) Data Verification. Then, this research used methodological triangulation as the trustworthiness of the data.

The result of this research showed that the tutors used Bottom-Up and Top-Down strategy in their online listening class. Though, they applied Bottom-Up strategy more but the gap was not that far. They faced many difficulties in applying those strategies such as: bad signal/network, media, passive students, no handbook for students, variety of methods, limited interactions, hard to detect the seriousness of the students, late in submitted the assginment, and work extra in preparing the materials and monitoring the developments of the students.

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CHAPTER I

INTRODUCION

A. Background Of The Study

All living creatures in this world have some ways to conveying information to others of their group, communication being ultimately essential for their survival. Language is often used to cover all forms of communication. Human language is truly language. There are four major skills to be mastered by every learners. Those are reading, listening, writing, and speaking.

Speaking gains much attention than listening while both of those are linked. In fact, listening competence is universally larger than speaking competence (Harmer, 2001). We spend our time more in listening to get new information than speaking about the information we have. It is a gift since we were born except for those special person with diasease in their listening system.

In the case of language learning, listening has the same place with other skills. Ur (1996) mentioned the objectives of learning listening in the classroom is that students can use it sucessfully in real-life listening situation. Harmer (2001) stated that hearing other voices give students

opportunity to acquire good speaking habits and improve their pronunciation.

Teaching listening attracts greater interest in the recent years than it did in the past year (Richard, 2008). In the undergraduate level, the ability in English is an important matter. IAIN Surakarta held TOSE preparation for all undergraduate students to assist them with their English ability. In this year, it is new situation for both tutors and students in the teaching learning proces becuse of this pandemi of Covid-19.

Tutors need to make the tutoring process in an effective way to reach the goal of tutoring itself. In this case, Oxford (2002 in Devi, 2018) stated that the strategy will make easier, effective, self-directed, and easy for acquisition in new situastions in teaching learning process. Strategy is one of the important aspects in teaching and learning process. It assists tutor to teach and helps tutee to achieve the material. In a short periode, tutors have to make the learning process effective with the strategies that they apply in their tutoring.

Strategy in teaching listening can be defined according to how the listener process the input (Yaqin, 2013). Nation&Newton (2009) defined the process of listening into: Bottom-Up process and Top-Down process. Bottom-Up process is a listening process start from the sound while Top-Down Process is a listening process based on the listener knowledge.

The online learning or distance learning demands tutor and tutee to keep up with the technology used in learning. Gilbert (2015) chategorized

online learning environment into three central groups. First, fully web based course with no face to face interaction. Second, hybrid courses consist of online class and face to face classroom session. The last is traditional classroom study which use online technology for resending supplemental material.

The researcher has done a pre-research by interviewed one of the tutor in TOSE preparation Ms. Ana Wiyasa, M. Pd. on 30th September 2020. In this semester, the teaching and learning process of TOSE preparation will be conducted online. This semester focus on teaching listening. Therefore, the use of online platforms in teaching listening are important.

The Covid-19 pandemic was change the class of TOSE preparation into online class. The class used to be traditional face to face class session. The fully web based courses were applied with no face to face interaction between the tutor and tutee. All aspects of the teaching learning were conducted in online enironment using variety of online learning platforms.

The institution give freedom for the tutors in choosing online platform for conducting the tutoring. Online plaform such as; Google Classroom, Google Clasroom Quiziz, WhatsApp, etc. The tutor can choose or even combine the platforms as long as the materials are delivered. The class devided base on students ability in English.

One previous study of Yaqin (2013) was study about the listening strategies used by high school teachers in SMP N 1 Banyuwangi. The

result showed that the English teachers in SMP N 1 Banyuwangi tend to used Bottom-Up strategy in their listening class.

Meanwhile, other previous studies which conduct the study in college showed that Top-Down strategy more dominant in teaching listening. Here, the researcher interested to know what the strategies in teaching listening used by the tutor of TOSE Preparation in IAIN Surakarta. Moreover, the pandemic become another challenge for the tutor to teach. How the tutor applied the strategy in online teaching seems interesting to describe and what problems they faced during the online class listening.

Since it is new situation in TOSE preparation tutoring process the researcher want to know the strategies used by the tutor and what are the problems they face during the online teaching listening. Therefore, the researcher conduct this research entitled *“Tutors’ Strategies in Online Teaching Listening of TOSE Preparation in IAIN Surakarta Academic Year 2020/2021”*.

B. Identification of the Problem

1. Social distancing for pandemic of Covid-19.
2. Tutors and tutees can not see each other face to face.
3. Tutors need to find strategies to teach online listening.
4. The new situation in teaching listening for TOSE preparation.

C. Limitation Of The Problem

To limit the scope of the research in analyzing the problem, the finding of the reseach should be limited in this research. It focuses to investigate tutors' strategies and the problem they 2020/2021.

D. The Problem Statement

Based on the problem limitation above, the problems can be formulated as follows:

1. What strategies do the tutors have in online teaching listening of TOSE preparation in IAIN Surakarta Academic Year 2020/2021?
2. What are the problems faced by tutors in applying strategies of online teaching listening for TOSE preparation in IAIN Surakarta Academic Year 2020/2021?

E. The Objectives Of The Study

In line with the problem statement above, the objetive of the research are:

1. To describe the strategies used by tutors in online teaching listening of TOSE preparation in IAIN Surakarta Academic Year2020/2021.
2. To describe the problems faced by tutors in online teaching listening of TOSE preparation in IAIN Surakarta Academic Year 2020/2021.

F. The Benefits Of The Study

The result of this research is expected to give benefits to the teaching and learning process both theoretically and practically especially in teaching speaking.

1. Theoretically

The result of the research is expected to give understanding in teaching speaking for non-English major tutors. This study hopefully can give some contributions to the researcher and the readers. The researcher hopes this study can be beneficial for knowing the strategies for tutors to teaching listening students.

2. Practically

a. For The Tutees

The researcher expected the tutees to acknowledge the tutors strategies in teaching speaking and get along with it. Thus, the mentoring process to reach the goal.

b. For The Tutors

This study can be used as a reference for other tutors to designing the tutoring process in online teaching listening.

c. For The Institution

This study can be used as a feedback and to improve the quality of TOSE preparation program in IAIN Surakarta and other institutions.

d. For Other Researchers

This study can be used to conduct the same research and broaden it in some aspects.

G. Definition Of Keyterms

To avoid misunderstanding, the researcher explained some words used in this title of thesis:

1. Listening Strategies

Listening strategies are ways to understand the speech easily or make the speech easier to comprehend.

2. Online Listening Strategy

Online listening strategy is way to understand the speech through online platform. How the teacher teach listening in online class.

3. Tutors' Challenges

Teaching listening in online platform is a new thing in this pandemic of Covid-19. Therefore, tutors' face new challenges in online teaching listening.

CHAPTER II

LITERATURE REVIEW

A. Tutor

1. Definition of Tutor

Tutors in TOSE preparation here are lecturer. Nasution (1992) in Masiku (2003) stated that tutor are someone who helps students in learning individually. According to Hamalik (1991) in Masiku (2003) tutor can come from teacher, trainer, or even choosen students who designed to help their peer in learning. Rosidyana (2018) stated that a tutor normally is someone who help students in a subject of some sort.

Tutor is a person who provides assistance to a students or more in a spesific subject. The system of tutoring in TOSE preparation is not peer tutoring. Bassically, the role of the tutor here is the same as a techear in class. In Merriam-Webster, tutor is a person charge to teach or guide in a special subject for undergraduaters.

Based on the defintions above, it can be conclude that tutot is a person come from students, teacher, or trainer who help students in a specific subject. In TOSE preparation, P2B took the tutor from lecturers and alumnus of IAIN Surakarta.

2. Roles of Tutor

Tutor plays an important role in the tutoring process. As Harmer (2001) stated, the roles of tutors are:

a. Tutor as An Organiser

The tutor needs to be exact what the students' listening purpose is and give clear instruction how to reach it. Tutors are responsible to build the students' confidence through giving tasks that are achievable and texts that are comprehensible.

b. Machine Operator

We need to be as efficient as possible in the way we use audio-lingual material. Tutors need to check the audio-lingual before delivering it to the students. Therefore, the tutors know where to pause or even note the particularly important part.

c. Feedback Organiser

When the students are done with their task, the tutors should lead the class into a feedback session by comparing with their pairs. The purpose is to check if they have completed the task successfully.

d. Prompter

The tutor can be a prompter for the students to listen again in order to notice a variety of language and spoken features. The tutor also can offer them script dictations (where some words in the transcript are blanks) to provoke them to be aware of certain language items.

B. Listening

1. The Definition Of Listening

According to Kline (1996), listening is the neglected communication skill. While other three skills (reading, writing, and speaking) have their own instruction, listening only have few formal instruction. Kline (1996) stated that we spent 45% of 70% we are awake to listen what other people say, yet few of us try to be better listener. Lots of efforts are required to be a better listener.

Effective listening can be defined as accurate sharing or understanding of meaning. Interactive listening is when we are participate in the interaction. Eavesdropping on a conversation does not count as participating. Rost in Surbakti (2017) mentioned that listening is a mental activity where one of the participants are understand and take a part of the world around.

Nunan (1998) stated that 50% of students' foreign language function will be focus on listening. Listening is a natural precursor to speaking; the first stages of language development on a person in their first language are dependents on listening (Nation&Newton, 2009). Listening and speaking are skills that automatically acquired by native speaker. Underwood in Machackova (2009) said that listening is an activity where we paying attention to the speaker and trying to understand what they say. Underwood (1989)

also point out that hearing and listening are different. Hearing is a passive condition while listening is an active process.

From the explanation of some experts above, it can be concluded that listening is an activity of paying attention and understanding what we hear. It is a natural activity since we were born except for the one who has disease or problem with their listening system physically. Otherwise, students spend their time of learning by listening to the teachers' explanation.

2. The Process of Listening

Listening is a complex process. Kline (1996) defined the process of listening as follows:

a. Receiving

It is clear enough what receiving means. If you like someone who gives you information or you are interested with the information, you must use effective technique to organize and support the information. It contrasts if you don't like the information. Sometimes, the problem comes through physical one such as inherited weakness or a disease.

b. Attending

Let's use E-mail analogy. You got an E-mail from your friend means you receive the message. But if you want to continue the process, you need to open or attend the message.

c. Understanding

After a message have been sent and received, the receiver may have attended the message. The proccess does not stop there. It is going to be effective communication if the receiver understands the message. Understanding is important to make the communication effective.

3. Types Of Listening

Different situations mean different types of listening. Kilne (1996) mentioned some types of listening, as follows:

a. Informative Listening

Informative listening is where the listener primary concern in understanding the message. It also called “listening to understand”. We can find this kind of listening in our dialy life. For example, the students who listening to the explanation from their teacher, what the students learnt are depend on how well thy listen.

b. Relationship Listening

This kind of listening has the purpose to help an individual or to improve the relationship between people. It is like listening to your friends and let anything out from their chest. For expert, it can be counselors, medical personel, or other profession who allow a problem person to talk their problem.

c. Appreciative Listening

Appreciative listening is like we enjoy what are we listen to. Such as; music, radio, television, or film. It is about the response of the listener not the message. Each person has their own appreciative listening.

d. Critical Listening

The essential of democracy is to listen critically. Critical listening is important in every place we go. Politicians, the media, salesman, intellectual, and spiritual needs require us to critical listening and thinking that accompanies it.

4. The Factor of Difficulties In Listening

There are some factors that can affected listening. Hermawan (2012) devided the factors into two kinds, as follows:

a. Internal Factor

Internal factor is a factor come from listeners themselves. There are: hearing, motivation, physical condition, and background knowledge. When people have hearing disorder, it is affected their listening. Other factor is motivation. The motivation of the students will affect what they got in the end of the learning process. Their physical condition also. Background of knowledge especially listening in English is really important factor for the students. More vocabularies they have been discovered will help them in the learning process.

b. External factor

External factors are factors that come out of the listeners. Environments, speaker, and technique of the speaking include in external factors. The environment where the listeners are, what are they facing, how the situation there. Students are used to listening English through their English teacher. The different technique speaking of the speaker can confused the students even just a little.

C. Online Teaching

Online teaching is distance teaching learning process since the teacher and the students have different locations. E-learning is the synonym of online learning where European Community program in Pincas et al. (2007) defines it as the use of new multimedia technologies and internet to improve the quality of learning by facilitating access to resources. Institute of Educational Sciences (2014) in Gilbert (2015) defined distance education as “courses that are credit-granting, technology-delivered, have either the instructor in a different location than the students and/or have the course content developed in, or delivered from, a different location than that of the students”.

Online teaching, as convergence between online and teaching can be defined as follows:

- a. The teaching learning process take place in a virtual classroom, such as; google classroom, google classroom qiuzes, schoology, etc.
- b. The subject materials can be accessed on the internet, it includes; text, video presentation, audio, links, etc.
- c. Teaching learning process also become a social process through interactions, participations of groups, and collaboration.
- d. The course material has a static components, result learners interactions from their comments, collaborations, and resources.
- e. Allow to monitor the activity of the learners.

D. Teaching strategy

1. Definition Of Teaching Strategy

Teachers are normally employ a certain strategy to achieve the learning objective and assist students to master the material effectively (Devi, 2018). Brown (2007) stated that strategies are those “attack” that we made on a given problem, and that very considerably within each individual. Cole (2008) in Anjaniputra (2013) stated that teachers’ role in accomplishing students’ educational needs is to provide effective plan/ strategies whose general purpose is to be able to communicate in the language goal.

Just as other teacher, tutors used strategy to reach goals according to the learning objectives for the students. Strategies are special methods of approaching a problem or task modes of operation for achieving a particular end, planned design for controlling and manipulating information (Brown, 2007). Strategy used in the teaching process is called teaching strategy. Rosidyana (2018) stated that teaching strategies are approaches, technique, or deliberate actions that tutors take in order to deliver the objects in effective ways. It helps tutor to make the framework for easier teaching process in scooping the target language.

According to the explanations above, we can conclude that teaching strategies are techniques or methods to face the problems in teaching for an effective learning. Teaching strategy also means various method or ways selected by the tutor. Teaching strategy is consciously selected by the tutor. It is one of important factors for helping learning process in achieving its goals. Strategy chosen by the tutor is adjusted in keeping with the characteristics of the tutees. Using strategy in teaching speaking is related to tutor's plan in deliver the material to the tutee.

2. Components Of Teaching Strategy

Strategy is needed for the tutor to develop the students ability in speaking English while delivering the materials. Hence, not all strategies used by the tutor are success. There are some

factors affected the used of strategies. Tutors have to be able to choose appropriate strategies based on the situation and condition of the tutee.

Hamnuri in Rosidyana (2018) mentions the components of teaching learning strategies:

a. Teacher

Teacher is the most important factor. The one who choose the strategy used in teachng learning process. Teacher should follow the given curriculum. Same goes in bilingual program, tutor is the most important factor as a teaching assistant or someone who helps the tutee to catch up with the materials.

b. Student

Students are component that doing the learning process to build their potential to be real to get the aim of learning process.

c. Purpose

Purpose is the reason why the strategy, material, media, assessment, even evaluation are choosen.

d. The Source of Material

The source of material is the content in teaching and learning process (Suharsimi, 1990). The tutor should consider the right source of material that they are going to teach to the tutee.

e. Method

Method is the way used to get the purposed of he study that has been determined.

f. Evaluation

The component of evaluation has function to know what the purposed of the study has been determined.

g. The Situation of the Environment

It is referred to the situation and physical condition (such as: climate, school, the location of the schoo, etc).

E. Teaching Listening Strategies

Teaching listening strategies are techniques or activities that help directly in the comprehension and recall of listening input. Yaqin (2013) stated that listening strategies can be classified on how the listener processess the input. Brown (2007) defined the startegies for teaching listening comprehension, as follows:

1. Bottom-up Processing Strategy

Bottom-up strategy is where the listener classified the speech into its contituent sounds, put these together into words, chain the words into clause, and sentences, so on (Nunan, 1998). While Richard (2008), refer bottom-up processing as using incoming input for base in understanding message with the level of organization- sounds, words, clauses, sentences, text- until meaning is arrived. Bottom-Up process is a process that involves

understanding and parting the speech stream, begins with auditory-phonetic, phonemic, syllabic, lexical, semantic, syntactic, propositional, pragmatic, interpretive (Field, 2003; Nation & Newton, 2009).

Richard (2008) views comprehension as a process of decoding. Means that listeners are recognize the sounds into words. Then, link the words together into sentences. Next, put the sentences together into a full text. Brown (2007) stated that bottom-up techniques are focus on sounds, words, intonation, grammatical structures, and other components of spoken languages. Bottom-up processing goes from language to meaning. Nation & Newton (2009) stated that Bottom-Up processes are the activities when the listener uses to collect the message piece by piece from the speech stream going from the part to the whole.

From the explanations above, the researcher conclude that Bottom-Up strategy is strategy of listening process to understand the part of speech increasingly larger level begins sounds until reach the meaning of the sentence or the speech.

2. Top-down Processing Strategy

Top-down processing strategy is predicting what the speaker says by the signal given (Jou, 2010; Pratiwi, 2015). According to Richard (2008), top-down processing is understanding the meaning of a message using the background of

knowledge. Top-down processing goes from meaning to language. Successful listeners are those who can use both their 'inside the head' knowledge and 'outside the head' knowledge to interpret what they hear, inside the head knowledge is not directly encoded into words which known top-down processing (Nunan, 1998). The key process is inferencing where the listener uses their background knowledge of the context in communication to guess what the message will contain and uses parts of the message to add, confirm or correct to this (Nation&Newton, 2009).

According Brown (2001), top-down techniques are more concern on activation of schema, with deriving meaning, with global understanding, and with interpretation of a text. Richard (2008) stated that that top-down and bottom-up processing generally occur in the real life listening. Yaqin (2013) mentioned the process of interactive processing strategy is they use their knowledge information of life as the base (top-down information) while they generate vocabulary and sentences (bottom-up data).

Based on the explanations above, it can be conclude that Top-Down strategy is a strategy to utilize the background knowledge of the listener without noticing the grammar structure and take some key points to guess what the message will be.

F. Tose Preparation

As decretal Rector of IAIN Surakarta No. 90 Year 2015 about passing grade of Arabian and English for graduates in IAIN Surakarta. The students of IAIN Surakarta need to pass the passing of both TOSA (Test of Standard Arabic) and TOSE (Test of Standard English). Passing grade TOSE for every English students are 400 while non-English students should pass 375 scores. P2B is in charge to do test and the only one who can give the certification.

In order to get the minimum target of competention, P2B must holds tutoring for TOSE preparation. TOSE is a test for students of IAIN Surakarta as a requirement to graduate. TOSE has the same standard competention as TOEFL. TOSE preparation is a good program to help students face the coming test because the certification is one of the requirement to graduate.

G. Previous Study

Teachers' listening strategy gain much interest for many researcher in education field which believe that it will help students to learn foreign language effectively. The researcher took some references to conduct this study. These references are very useful to make the researcher easier to do the study. The first research entitled "Teachers' Strategies in Teaching Listening to Students of SMP N 1 Banyuwangi" by Yaqin Ainul. This study tried to find out teachers' strategies in teaching listening. The only instrument to collect the data is interview.

The result show that bottom-up activity mostly used in the class. The teacher emphasize in the vocabulary and pre-listening activity.

The second reference entitled “English Listening Strategies Used By EFL Undergraduate Students : A Survey Study At One Public University In Jambi” by Gaby W. Pratiwi. This study aimed to explore the listening strategies tha EFL undergraduate students used at one public university in Jambi. There are 94 participants from second semester, fourth semester, and sixth semester. This study used quantitative design with survey approach. The result was most students used metacognitive strategy. While from gender, female students used metacognitive strategy while males students used cognitive strategy.

The third previous study entitled “An Analysis Of Teachers’ Strategies In Teaching Listening” by Nazla Ainun Kasim. This study attempted to investigate the strategies used by the teacher in teaching listening. This study used qualitative descriptive analysis and used observation and interview as instruments in collecting the data. The result showed that the teachers used mostly top-down process activity in their classes.

The fourth reference is a thesis entitled “Bottom-Up And Top-Down Strategies In Listening Comprehension On Test Of English For International Communication” conducted by Rotua Meyly. This research was conducted on fiveteen students of Medan State Polytechnic from six major of study. The objectives of this research are

to find out the dominant strategies between bottom-up and top-up strategy and describe the correlation between two strategies. The methodology are quantitative descriptive, qualitative, and correlative method. The researcher found that top-down strategy is the dominant strategy and there is no correlation in the score.

The fifth reference entitled “ The Use Of Top-Down And Bottom-Up Strategies To Enhance The Listening Comprehension Of The Eight Graders Of SMP Negeri 4 Malang” by Evi Rahmadhani. This research used collaborative action research in four stages; planning, implementing, observing, and reflecting. The instruments of this research were questionnaires, interview guide, listening tests, observation fields, and field notes. This finding revealed that 96% of the students could improve 20 points. There was 85% students showed positive respon toward top-down and bottom-up strategies.

Table 2.1

Previous Study

No.	Title	Name	Similitary	Difference
1.	Teachers’ Strategies in Teaching Listening to Students of SMP N 1 Banyuwangi	Yaqin Ainul (Satya Wacana Christian University Salatiga)	The similitary with this study laid in the Bottom-Up and Top-Down strategy used in teaching listening.	The difference with this study laid in the technique of collecting the data. This study only applied interview in collecting the data.
2.	English Listening	Gaby W. Pratiwi	The objective of	This study used

	Strategies Used By EFL Undergraduate Students : A Survey Study At One Public University In Jambi	(Jambi University)	the study was to explore the listening strategies.	quantitative design with survey approach.
3.	An Analysis Of Teachers' Strategies In Teaching Listening	Nazla ainun Kasim (Unuversatas Negeri Gorontalo)	This study attempted to investigate the strategies used by the teacher in teaching listening	The techniques of collecting data were observation and interview.
4.	Bottom-Up And Top-Down Strategies In Listening Comprehension On Test Of English For International Communication	Rotua Meyly (University of Sumatera Utara)	This research was study about Bottom-Up and Top-Down strategies in Listening.	The methodology are quantitative descriptive, qualitative, and correlative method
5.	The Use Of Top-Down And Bottom-Up Strategies To Enhance The Listening Comprehension Of The Eight Graders Of SMP Negeri 4 Malang	Evi Rahmadani (Universitas Negeri Malang)	This research was study about Bottom-Up and Top-Down strategies in Listening.	The instruments of this research were questionnaires, interview guide, listening tests, observation fields, and field notes

CHAPTER III

RESEARCH METHODELOGY

A. Research Design

Creswell (2009) said that “research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis”. This study used descriptive qualitative as research design. Research design is the place to devote all the researcher’s opinions. According to Arikunto (2006:470) research design is the researcher’s plan how to proceed to gain an understanding of some groups or some phenomena in its natural setting. It has some characteristics: 1) the objects observed are process and value; 2) most of data are words; 3) when collecting data, the researcher actively connected with the data resources; 4) the data are analyzed inductively; 5) the result of the research can not be generalized; 6) the research is subjective and related to value (Joko, 2004; Firdaus, 2019). This study explores the strategies used by tutors in teaching speaking in bilingual program at IAIN Surakarta. This study is to analyze natural event and the result is described in written words.

B. Subject of the study

Subject of the study were people who used as respondents of study. Semiawan (2010) mentioned some characteristics of

participants; a) people who have information needed, b) they have the ability to share their experience and the information needed, c) involve in the phenomenon and problem directly, d) readily interviewed, and e) no pressure and aware of what they involve in. They gave the researcher data or information needed in this study. The subjects of the study in this research are some tutors of TOSE preparation in IAIN Surakarta 2020/2021 who teach their tutees in online class through online platform since this covid-19 pandemic.

C. Setting Place and Time of the study

1. Place of Research

During this pandemic, there is no offline class for TOSE preparation. All the classes are held in online platform for the teaching and learning process. Therefore, the setting place of this research was conducted in online platform with tutors of TOSE preparation in IAIN Surakarta academic year 2020/2021.

2. Time of Research

The time of researcher collected the data was on October 2020 until November 2020. The first step was doing the interview with one of the P2B staff on how online class of TOSE preparation is running. The second was collecting the data by questionnaire, interview, and documentation of some tutors of online class TOSE preparation in IAIN Surakarta. To make

time of the study briefly, the researcher write it in to a table as follows:

Table 3.1 Research Schedule

No .	Schedule	September				October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Asking permission via online																
2.	Pre Research																
3.	Conducting Interview and Questionnaire																
4.	Analysing the Data																
5.	Draw the finding and Conclusion																

D. Technique of Collecting Data

Collecting data is what that researcher do to get information from respondent according to scope of the study. The technique of collecting data used by the researcher are interview and google form.

1. Observation

Semiawan (2010) stated is a part of collecting data directly in the field. Observation is a source of all knowledge (Nasution in Sugiyono, 2009; Surbakti, 2017). Firdaus (2019) mentioned observation into two types. First, laboratory observation where the research is done in a laboratory or setting up by the researcher. Second, naturalistic observation where the research

is done directly in the class without any intervention or setting from the researcher.

In this research, the researcher used naturalistic observation. The researcher joined the online class of TOSE preparation in IAIN Surakarta 2020/2021 and observed the teaching and learning process by taking field notes of the important information that the researcher need during the learning process. During the observation, the tutors using some online platform such as: WhatsApp, Zoom, and Google Meet to held the teaching learning process of TOSE Preparation Academic Year 2020/2021. The researcher interviewed two students of each class.

2. Questionnaire

Questionnaire is some written questions which use to get information needed about the study from respondents. Generally, questionnaire use to reveal personal data from the respondents, opinion or other informations related to the study (Arikunto, 2006). The type of the questionnaire was closed-ended questions consists of listening strategies based on Brown's theories. The researcher gave a list of activities contains both strategy. Then, the turors choose the answer whether they do the activities or not. So, there was only two choices (Yes/No).

3. Interview

Interview is needed to get informations out of observation and questionnaire (Semiawan, 2010). Interview is a process of

question and answer between interviewer and interviewee to get some informations that interviewer needed. An expert, G.W. Allport in Methodology of Research Sutrisno Hadi (1992, in Kholifah, 2019) said “if we want to know how people feel, what their experinced and what they remember, what their emotion and motives are like, and the reason for acting as they do-why not ask them?”.

Creswell (2009) that researcher can conduct interview face-to-face, by telephone, or engages in focus group interview. In this research, the researcher will conduct interview by telephone. But, it was face-to-face interview if it possible to meet with the tutors of TOSE preparation in IAIN surakarta 2020/2021. The researcher conducted the interview with T1 via WhatsApp voice note while other tutors (T2&T3) were conducted face-to-face in IAIN Surakarta.

4. Documentation

According to Creswell (2009) documents are collected during the research process. In this research, the researcher use students’ paper sheet, tutors’ documentation such as syllabus and lesson plan of TOSE preparation in IAIN Surakarta 2020/2021. In this research, the researcher used the table of content in the pdf book of TOSE.

E. Technique of Analyzing Data

The data in this research is analyzed with descriptive qualitative strategy. Qualitative data merely uses analysis technique of Miles and Huberman (1994). It consists three activities; data Condensation, data display, and conclusion drawing or verification.

1. Data Condensation

The researcher gains a lot of data in the field. In this step, the researcher were making data stronger. The researcher avoid to use *Data Reduction* as a term cause it implies on weaking or losing something in the process. As Miles and Huberman (1994) stated that data condensation is the process of selecting, focusing, simplifying, abstracting, and/or tarnsforming the data that appear in the full corpus (body) of written up field notes, interview, trascripts, documents, and other impirical materials. Data condensation is not separated from analysis. It is a part of analysis. Miles and Huberman (1994) al so said that data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes dta in such a way that “final” conclusions can be drawn and verified.

2. Data Display

Data display has the functions of describing the data of the result. Huberman and Miles (1994; Susilowati, 2017) helps the writer to see the patterns; as first text makes sense of the

display and suggests new analytic moves in the displayed data; a revised or extended display points to new relationships and explanations, leading to more differentiated and integrated text, and so on". As with data condensation, the creation and use of displays is not separate from analysis. It is part of analysis.

3. Conclusion Drawing or Verification

The third step of analysis activity is conclusion drawing and verification. Qualitative analyst interpret what things mean by noting patterns, explanations, casual flows, and proportion. As Miles and Huberman said (1994) the competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded.

F. Trustworthiness of the Data

The researcher crosschecked the result data from the research in order to get an appropriate data and also the validity. Therefore, triangulation technique is being used. According to Sugiyono (2015), Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data sources or multiple data collection procedures. Denzin (in Tohirin, 2012; Septianto, 2018) defines triangulation

into four types; data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

1. Data triangulation, which entails gathering data through several sampling strategies, so that slice of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one option to gather data such as interviews, observations, questionnaire.

In this case, the researcher use methodological triangulation. The researcher used questionnaire to get the data supported with interview and documentation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discuss it to get the answer of the research problems. There were two objectives of this study. The first one was tutors' strategies in online teaching listening and the second one was the difficulties faced by the tutors in applying the strategies of online teaching listening. The data that have been collected were presented based on the method of this study, there were observation, questionnaire, interview, and documentation.

A. FINDING

These data findings were related to strategies of online teaching listening by tutors in TOSE those are: bottom-up processing strategy and top-down processing strategy. In addition, this data finding also related to tutors' difficulties in applying their startegy in online platform and how they solve those problems. The data were collected through observation, questionnaire, interview, and documentation from three tutors in three different classes.

1. Strategies Applied by Tutors In Online Teaching Listening

The data from this one research objectives was gathered through observation in the online class platform and questionnaire that have been spread out to the three tutor of three different class supported with interview and documentation. Two tutors were met face-to-face

while the other one was collected via WhatsApp voice note. The type of the questionnaire was closed-ended questions consists of listening strategies based on Brown's theories.

Table 4.1

Tutors' activities in online teaching listening

No.	Strategy	Activity		
		T1	T2	T3
1.	B-U	7	5	7
2.	T-D	3	5	4

Note: B-U : Bottom-Up

T-P : Top-Down

T1 : Tutor 1

T2 : Tutor 2

T3 : Tutor 3

The Bottom-Up activities used by the three tutors such as: identify the reference of pronouns used in conversation, recognize active or passive sentence, identify subject, object, verb, and adverb in a sentence, distinguish sentence with or without auxiliary verb, recognize the use of stress word to mark the information focus of a sentence, recognize the time reference of a sentence, distinguish between positive and negative sentence, recognize sequence marker, and distinguish between Yes/No and W-H questions.

a. Identify the reference of pronouns used in conversation.

This activity was applied by T1 and T3. Knowing the pronouns of a sentence helping students to understand the

conversation. It also appears a lot in test like TOEFL which is TOSE based test.

“Yaitu dengan mengidentifikasi kata ganti dalam conversation untuk membantu mereka memahami. Jadi siapa sih orang atau figur yang dibahas dalam conversation itu ini banyak ada di soal-soal sejenis TOEFL”.

In the example question, tutor lead the students to identify every word in the sentence. Who is the pronoun referring to and asking if there is unknown word in the sentence. Then translate it together to understand the meaning of the sentence. The class discussed almost every question whether the example or the exercise itself.

b. Recognize active or passive sentence.

All of the three tutors were implemented this activity in their online teaching listening. Active and passive sentence will be on the test of TOSE. So, tutor told the students how to answer those questions. If the question is passive means the answer is active sentence and vice versa.

“Dalam strategy pembelajaran ada, dalam soal nanti juga ada. Kalo soalnya pasif jawabannya aktif begitu juga sebaliknya”.

All of the three tutors taught the formulas of passive and active sentence. Then gave the example of each sentence. Before went in to the listening section, tutors lead the students to identify the multiple choice, whether it passive or active. There were four choices for each question. By identifying the sentence, make it easier for the students to answer the question.

c. Identify subject, object, verb, and adverb in a sentence.

This activity was applied by all the three tutors. From the observation in the online listening class, the tutors lead the students to understand the sentence by identified the words consist in the sentence. Tutor asked if there any hard word then tranlated it into indonesian for every word. Therefore, the students can understand the classificatio of each word to make it easier for the answering the question.

d. Distinguish sentence with or without auxalary verb

This activity used by T2 and T3 while T1 did nor applied this strategy. T2 had an opinion that identify subject, object, verb, and adverb in a sentence is related to distinguish sentence with or without auxalary verb. It is support some skills but not served literally in the test.

“Inikan (identify subject, object, verb, and adverb) terkait dengan ini (distinguish sentence with or without auxalary verb). Kalau auxalary itu terkait dengan surprise.

Misal surprise terhadap apa yang disampaikan oleh orang berarti disana nanti. Jadi dia mensupport beberapa skill tapi tidak disertakan secara literal tapi menyokong beberapa skill tertentu.”

“Stress word, nah ini dia untuk menyokong expression of surprise”.

Identify the noun, verb, adverb and also to be to know the answer. When come to the exercise, the tutor asked the students to identify the auxiliary of the sentence. What kind of auxiliary that consist in the sentence.

- e. Recognize the use of stress word to mark the information focus of a sentence

Recognizing the use of stress word to mark the information in a sentence is one of important component in English listening. This strategy was implemented by T1 and T2. According to T1, it helped students to decide where to focus while listening to conversation.

“Jadi stress adalah salah satu komponen yang penting banget dalam penuturan bahasa Inggris. Dengan memahami stressnya dimana itu akan membantu dalam menentukan fokus listening tersebut jadi siswa akan terbantu”.

After the students listened to a conversation, tutors asked the students where the speaker changed the intonation. Since, it can be the keypoint to understand what the speaker said.

f. Recognize the time reference of a sentence

This activity was used by T3 only while the other two tutors did not use it in the online teaching listening.

g. Distinguish between positive and negative sentence

This activity was applied by a of the three tutors. Distinguish between positive and negative sentence helps the students in their listening comprehension. Students need to learn how native of English speaker expresses negative sentence. One negative is negative but double negatives become positive.

“Kita membedakan between positive and negative sentence. Jadi ini penting, kedua ini sangat berseberangan ya, ketika mereka paham bagaimana pengungkapan negative dalam kalimat bahasa Inggris maka pemahaman mereka tidak akan salah gitu”.

T1 reminded the students not to use movies or songs to interpret positive negative sentence. Double negative negative should be positive but in song lyrics or movies, the actor or the singer changed the function of double negative in referring the sentence as negative. T1 said that black people who started this sentence and become popular nowadays.

h. Recognize sequence marker

Recognizing the sequence marker of the speech was only used by T1. T2 and T3 were not applied this activity in their online teaching listening.

i. Distinguish between Yes/No and W-H questions

This activity were implemented both T1 and T3 in their online teaching listening.

Top-Down strategy implemented by the three tutors such as: listen to a conversation and infer the topic of the conversation, listen to a conversation then identify the setting of the conversation, read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech, read information about a topic then listen to a speech and check whether the topic is mentioned or not, complete a story then listen to how the story really ended, and guess what news headline might refer to, then listen to a news broadcast about the event referred.

a. Listen to a conversation and infer the topic of the conversation

This activity was used by all of the three tutors in their online teaching listening.

“Listen to a conversation and infer the topic ya ini jelas kita latihannya seperti itu. Kita mendengarkan conversation lalu kita menyimpulkan topic yang ada di dalamnya”.

Every skills in pdf book has some example questions to show the students what they are going to face in the test. In those questions, T1 asked the students what the conversation talking about and how they know or what the reason of their answer.

- b. Listen to a conversation then identify the setting of the conversation

The three tutors were applied this activity in their online teaching listening. They were implemented the activity of identify the setting of conversation to know the situation and where the dialogue take place.

“Saya pergunakan aktivitas ini untuk mengidentifikasi setting atau situasi tempat dan dimana dialog itu berlangsung saya”.

Before went in the listening section, the multiple choice become the focus for the students. The tutor asked the students to discover what the question might be by just look at the multiple choice.

- c. Read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech

This activity was implemented by the three tutors in their online teaching listening. For T1, to introduced students to longer conversation, T1 used key points for the to identified the topic of conversation.

“Jadi supaya mereka bisa menentukan key points atau lebih terbantu dalam menentukan tema, maka nanti saya akan membuat key points ini”.

When the researcher observed T1 online class, they still learning the short conversation. Therefore, the researcher did not find how T1 applied this activity.

For T2, the tutor applied this activity in skill 2 and 3, the tutor asked the students to focus on the keyword of a sentence to get the answer. For skill 2, the students should answer the synonym of the word while for skill 3, the students should avoid the similar sounds of the keyword.

For T3, the material was talking about synonym. The tutor also emphasizes the keyword of the sentence to get the answer because of that thing is the trick to get the right answer. The class was not fully in English this time. The tutor translate some sentence in the learning process for easier students to understand.

- d. Read information about a topic then listen to a speech and check whether the topic is mention or not

This activity was only implemented by T2 in his online teaching listening. While the other two tutors did not use it. For T1, she had an opinion that this activity was wasting students time, because they have limited time to do the test.

- e. Complete a story then listen to how the story really ended

The only tutor applied this activity in his online teaching listening was T2. T1 and T3 did not apply this activity in their class.

- f. Guess what news headline might refer to, then listen to a news broadcast about the event referred

This activity was applied by T2 and T3 in their online teaching listening. The only tutor who did not use this activity was T1.

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“Karena ini sesuai semua ya sesuai yang diminta dalam teks. Karena di test itu kana ada trik. Nah ini sesuai dengan trik”.

In online class of TOSE, there was a pdf book to learn. It consist of all the skills for incoming test and the strategies to do the test. Therefore, all materials were from that book. The activities did by the tutors were based on that book. Listening in TOSE is different. It has spesific purpose which is to pass the test of TOSE itself. Just like what T3 said in the interview.

“Karena ini sesuai semua ya sesuai yang diminta dalam teks. Karena di test itu kan ada trik. Nah ini sesuai dengan trik. Intinya listening TOSE itu berbeda dengan listening biasa. Bedanya kalo listening biasa itu adalah how to understand tapi kalo listening TOSE itu how to overcome the test bukan how to understand how the speaker said”.

From the pdf book, the researcher found that some materials directly supporting to use both Bottom-Up strategy and Top-Down strategy. The tutors need to teach all the materials in the pdf book. Therefore, they combined Bottom-Up strategy and Top-Down strategy on their teaching learning process.

2. Problems in online teaching listening

The researcher observed and interviewed T1,T2, and T3 to find out the problems they had in applying their strategy during the online

listening class. The way the researcher got the data interview is same with the way the researcher got the questionnaire data. The researcher got the data from T1 through WhatsApp voice note while T2 and T3 were met up face to face.

Table 4.5

The tutors' difficulties in applying the activities

Tutor 1	Tutor 2	Tutor 3
<ul style="list-style-type: none"> • Variety methods • Limited interaction • Work extra to preparing the materials and monitoring the development of students • Bad signal • Different level of students • Hard to detect the seriousness of students • Passive students • No handbook for students 	<ul style="list-style-type: none"> • Non-English students • Network connection/signal • Some students late in submitting the assignment 	<ul style="list-style-type: none"> • Media • Signal

a. Tutor 1

The script of the interview with T1 can be seen in the appendix. From the interview with T1, the researcher found out that T1 facing some problems in applying her strategy in online listening class. The first challenge was variety of methods. T1 always try to evaluate the methods of teaching in the end of the class.

“Nah untuk solusinya saya selalu mengevaluasi tentang metode yang saya lakukan seperti tadi ketika saya kasih audionya dan mereka play lebih dari satu kali akhirnya saya play audio melalui speaker aktif yang saya punya di rumah yang lebih keras suaranya gitu”.

In the observation the researcher found this problem. After heard the audio, the students were strat complaining about the unclear audio and it affected their listening. Therefore, T1 came up with new idea which is playing the audio through her own speaker not from her laptop or gadget.

The second challenge was limited interaction between T1 and the students. T1 does not like to teach through online platform. Since she is facing computer not the students directly. Therefore, she can not detect whether the students are understand the material or not. T1 always checking on the students for it.

“Saya biasanya ngadepin siswa jadi interaksi tu ga bisa ya lewat suara atau gambar video. Karena bilang iya paham tapi raut muka masih kebingungan itu juga masalah berarti ada masalah disana. Jadi sangat minim sekali interaksinya”.

“Karena interaksi yang terbatas ini maka solusinya saya selalu mengupayakan untuk terus berinteraksi seperti melemparkan pertanyaan selalu mengecek apakah mereka sudah paham atau belum”.

With the distance learning, the situation of the class was different with the traditional class session. T1 only saw their face through her laptop screen. Moreover, some students even many of them were turn of their camera. So, it harder for T1 to know their expression and how serious they are in the online teaching learning process.

The third problem was work extra to preparing the materials and monitoring the development of students. T1 patiently do extra work for the sake of the students learning process that can not be ignored.

“Dengan adanya daring seperti ini kan saya memindah apa yang ada di buku ke google form. Jadi saya harus bikin latihan-latihan di google form. Dan setelah itu saya juga memantau skor mereka, salah berapa, adakah

siswa yang unggul, kira-kira pertanyaan nomer berapa yang mereka jawab ga bener kek gitu-gitu. Jadi sangat kerja ekstra, ya solusinya ya sabar ini demi proses belajar mereka yang tidak bisa diabaikan”.

In one session of online class, T1 not only used one online platform but some of online platform. She opened the class in WhatsApp then moved to Google Meet. In the middle of online teaching learning process, T1 gave Goole Form link to the students do the exercise. She removed the exercise in pdf book into Google Form for students easier to do the exercise. While explaining the materials, she shared her screen which showed the material in pdf book.

T1 did not stop there. After the students done with the exercise, T1 immediately checked the result and identified which questions were difficult for the students the discussed it together. From the exercise, T1 also discovered the English level of each student.

The fourth problem was bad signal. There was one moment where T1 explaining the materials but unfortunately she had bad signal so she disconnected without knowing she was. Therefore, she re-explained all she had said before. After that happened, T1 always checks her internet connectivity.

“Ini sangat mengganggu, saya pernah beberapa kali putus sinyal padahal sudah menjelaskan banyak eh ternyata putus sinyal it is really really annoying so apa ya solusinya. Solusinya ya selalu mengecek jaringan selalu mengupayakan gimana caranya supaya bisa on internetnya”.

While T1 lost her connection, the students were confused and there was a moment of silent till on of the student asking is it only happen on him because his signal was bad or it happen to the other students. Then, some of students start turn on their mic and making sure that it was happen to them all. So, they waited for T1 to comeback and not for long for her to do so.

The fifth problem was different level or competence of the students. T1 knowing this problem based on the exercise the students did from T1. Therefore, she made a group discussion based on the students ability in English.

“Ada yang bener sepuluh dalam satu latihan, ada juga yang bener nol. Ini ketimpangan yang jauh sekali. Ada yang udah bisa mendengarkan dengan baik ada juga yang kurang bisa karena mereka tidak paham dengan kosakata atau vocabulary. Nah solusinya nanti bisa saya kelompokkan per group berdasarkan rata-rata kemampuan yang sama”.

The imbalance of the students can be seen in the class while the teaching learning process were running. Of course, we can not see it clearly since only few students were active. Therefore, the result of the exercise showed that thing. Some students stated that it still hard for them to understand the speaker at once. They need to play the audio more than one in case to understand it.

The next problem was T1 hard to detect whether the students serious or not in the online learning process. In case of offline class. T1 can get right treatment for the students based on their problem. But in online class, T1 hard to know what to do to the students.

“Apakah ini serius apa engga terus juga meskipun ngerjain latihannya siapa tau males. Kalo offline kita bisa tau dari perangainya atau mimik mukanya jadi kita bisa kasih treatment yang tepat dan online ini membatasi kita yang lumayan banyak”.

When the time to do the exercise came, T1 gave like five or ten minute to finish it while T1 was excuse herself to take a rest and grabbed soemthing to drink since she was so tired of teaching. She was like talking in the whole teaching learning process. Here, not more than 10 students tuwas turn on their camera.

The other problem was passive students. This problem affected the fighting spirit of T1. The motivation from both tutor and students are important.

“Ini sebenarnya hal yang membuat saya kurang bersemangat juga sebagai pendidik. Jadi saya anggap itu sebagai masalah. Motivasi yang melatar belakangi”.

Because of the limited interaction, T1 tried to kept the students with her by checking periodically. During the obseravtion, the researcher only found two actives students. There was one more student actually, but not that active. While the rest just kept silent.

The last problem faced by T1 was handbook for students. What T1 meant as handbook here is a book physically. The students only got the pdf book because of this pandemi.

“Kalo buku handbook dalam bentuk fisik ditangan mereka saya kira mereka akan lebih rajin daripada dalam bentuk softfile. Jadi mereka lebih tergugah kalo buku itu untuk dibaca bukan hanya untuk ditenteng kesana kemari gitu”.

b. Tutor 2

Table 4.4 showed the problems faced by T2 were three problems. The first one was non-English students. T2 got students of non-English department which for him, it is one of the obstacles in online teaching listening.

“Kita dihadapkan dengan berbagai jenis prodi. Kalo prodi PBI dan SI diajak lari bisa kalo selain itu tidak bisa. Jadi sudah alhamdulillah bisa selesai kalo offline ya tapi kalo online kita anggap selesai karena batas waktu untuk belajar tidak terbatas kelas untuk saya”.

From the interview with one of the students, s/he said that sometimes s/he got the point but sometimes s/he did not get the point. While another student stated that he got the material but it was hard for him to apply it in the listening.

“so far waktu diajarin pak puput ini alhamdulillah saya ngerti tapi ada sih yang enggak ngerti bahasa orang asingnya kadang-kadang ngerti dikit”.

“kalau pas ngasih materinya itu paham cuman untuk prakteknya agak kesulitan”.

The second problem faced by T2 was network connection. T2 chose Edmodo as his platform in online teaching listening because of this problem. According to T2, not all students have good network. Some of them need to go to certain place to access the internet.

“Yang pertama masalah jaringan, karena tidak semua dari mereka itu bisa mengakses pada jam yang sama. Ada beberapa mahasiswa itu harus pergi ke tempat tertentu untuk mengakses sinyal yang maksimal”.

The third problem was some students sometimes late in submitting the assignments. In Edmodo, T2 can set the time of the assignment. The one who decided how long the students can do their assignment then submitted before the deadline. Usually, it takes two or three days for them to submit.

“Kan waktunya 2-3 hari. Mereka akan menghubungi saya dulu untuk memita ijin untuk mengirim saya bisa WA kadang E-mail. Saya terima kadang engga. Karena kalo saya terima terus, nanti motivasi mereka untuk mengerjakan pada jenjang waktunya tidak ada. Padahal waktunya sudah panjang”.

c. Tutor 3

For T3, media of the learning process and the signal were the problems. Same with the other two tutors, internet connectivity or the signal really affected for online teaching listening. The media also affected the learning process because it less interactive than online class. Therefore, T3 combined some medias in his class to support the learning process.

“Jadi kesulitannya adalah implementasi menggunakan beberapa platform. Kita harus memakai beberapa platform digital, tidak hanya satu. Kalo itu didukung sama google platform kemudian didukung sama yang lain juga”.

*“kalau menggunakan media itu kurang interactive
dan banyak device mahasiswa yang kurang support”*

B. DISCUSSION

After described the research findings in the sub-chapter above, the researcher explained it in more details. In this sub-chapter, the problem statements of this study were discussed, there were tutors' strategy in online teaching listening and the problem they faced in applying their strategy based on the data analysis. The explanation were presented below:

1. Tutors' strategy in Online teaching listening

Based on the result of the research findings, the researcher found out that tutors used some activities that indicate listening strategies defined by Brown (2007), there are: Bottom-Up strategy and Top-Down strategy.

On the research finding, it was revealed that all of the three tutors used Bottom-Up and Top-Down strategy. Bottom-Up strategy was matched with some materials served in the book to be learnt. Recognising passive sentence, grammar exercise (identifying subject, object, verb, and adverb in a sentence), and distinguish between positive and negative sentence were activities used by all the three tutors. The tutors built the understanding of the students from bottom. They recognised the words-classified each words-arranged into sentences-become text-till found out the meaning. Richard (2008), refer bottom-up processing as using incoming input for base in

understanding message with the level of organization- sounds, words, clauses, sentences, text- until meaning is arrived.

All of the three tutors were taught Non-English students. It was hard for them to directly understand the whole conversation. When the tutor asked if there any hard word for them, they do not know most of the words in the sentence. It prove their lackness of vocabularies. The class was discussed the words, analyzed the sentences, then moved to the grammar structure to understand the meaning. Therefore, tutors used Bottom-Up strategy which the techniques are focus on sounds, words, intonation, grammatical structures, and other components of spoken languages (Brown, 2007)..

The reason of using this strategy was the variety of students that are unfamiliar with English made the tutors to taught them patiently from the bottom. The students need to be familiar with vocabularies, how those supposed to sounds, and how to arrange words into a sentence with meaning. Moreover, this strategy was suitable with the materials in the pdf book.

However, in some materials or occasion, the tutors used Top-Down strategy in their online teaching listening class. They used activities such as: infer the topic of a conversation, identify the setting of the conversation, and number a key points into a sequence while listening. In TOSE, there are three part of session, as follows: short dialogues,

long conversation, and long talks. While short dialogues tend to use Bottom-Up strategy, when it comes to long conversation and long talks, the tutors tend to use Top-Down strategy in their online teaching listening.

Top-Down strategy focusing on the whole conversation. Tutors direct students to know the scheme of the conversation, guess what is going to be the topic using their background knowledge. It demands students to look at the whole conversation or text not by words. Brown (2001), Top-Down techniques are more concerned on activation of schema, with deriving meaning, with global understanding, and with interpretation of a text.

The tutors of the TOSE Preparation in IAIN Surakarta in certain occasions lead the students to guessing what the topic of the speech and the setting of the conversation. First, they discovered the topic of the speech, then looked for the key points and matched all of those things step by step. For a certain skill, the tutors lead the students to analyze the multiple choice in case of guessing what the question will be. Top-down processing strategy is predicting what the speaker says by the signal given (Jou, 2010; Pratiwi, 2015).

From the activities used by the tutors in the TOSE preparation online listening class, it was obvious that they used both Bottom-Up strategy and Top-down strategy. The strategy was adapted to what

material they taught. Richard (2008) stated that that top-down and bottom-up processing generally occur in the real life listening.

2. Tutors' difficulties in applying the activities in online teaching listening

Hermawan (2012) defined factors affecting problem in listening into two classes, there were: external factors and internal factors. External factors such as material factors, environment factors, speaker factors and speaking technique factors.

The first external factor was network connection or signal. In this pandemic of Covid-19, all the learning process were done via online platform because there was no face-to-face meeting. In this case, the students preferred to going back in their house where not all their place supporting good internet connectivity. it become a problem for tutors in teaching and students in follow up the learning proces.

During the learning process in Google Meet, some students keep on texting in WhatsApp group telling that their signal was bad so they keep on logged out from the online learning platform by itself. From the interview with a student of TOSE Preparation in IAIN surakarta, some of them had bad signal to follow up with online learning.

Same goes with unsupport signal, the students' device did not follow up with the media that tutor want to use in teaching. Using media also limited the interaction between the tutors and the students.

One of the tutor had an idea to use some other fun platform in online learning, but the device of the students was not support it.

The next problem was tutor need to prepared variety of methods in this online teaching. Evaluate every methods had done by the tutor in the online class then change it into something new. So they need to worked extra in preparing the materials and monitoring the development of the students. Those thing become another problem. Based on a student interviewed by the rearcher, the tutor had sructured teaching process and he really appreciate it. The tutor admitted how hard she prepared all the things for tis online teaching listening.

Internal factors include hearing, motivation, physical condition, and background knowledge. The problems were different level of students and non-English students. Students have different ability in English, it demanded the tutor to give right treatment for all of the students. Some of non-English students have the basic of knowledge in English while others don not have it. It makes thir level in English are different. One of the student said that she was not that good in English. So, it was hard for her to keep up with the material.

Hard to detect the seriousness of the students in online class. The tutors can not monitoring students mimics or expressions in the online teaching process one by one. Passive students who do not even bother to interact with the tutors were a problem in the online class. even in the observation, the researcher only found less than 10 active students.

Interaction in listening class is really important because we learn how to communicate or the way English native speaker communicate. Without an interaction in learning made the learning process become ineffective.

The other problem were no handbook for students and some students did not submit the assignment on time. In the book consist of materials and exercises for students to do. Because of this pandemic, the students only got the softfile of the book. The tutor think that if the students have the book physically, it is going to motivate them more in learning. Some students even late sibmitting their assignment even though the tutor already gave them enough time to do it.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the problem statements of difficulties faced by tutors in online teaching listening of TOSE preparation in IAIN Surakarta.

A. CONCLUSION

Based on the findings, the three tutors of TOSE in IAIN Surakarta implemented both Bottom-Up strategy and Top-Down strategy. Nevertheless, each tutor has tendency of their activities in online teaching listening. T1 tends to use Bottom-Up activities in her online teaching listening. T1 did the activities that can help students to understand the conversation. Besides, T1 followed the materials served in the TOSE book. Meanwhile, T2 has no tendencies for strategy because he used equal activities (5:5) for both Bottom-Up and Top-Down strategy. T2 used some activities that supported some skills even though, those are not literally tested in the TOSE. Same goes with T1, T3 tends to applied Bottom-Up strategy in his online teaching listening. According to T3, there are tricks in doing TOSE and listening in common is different to listening in TOSE. Listening in common is how to undersatnd the speaker while listening in TOSE is how to overcome the test. So, students need to follow the tricks and pass the test.

Tutors had some difficulties in applying their activities in online teaching listening. Those divided into two factors by Hermawan: internal and external factors. Internal factors are different level of students, non-English students, hard to detect students' seriousness, limited interaction, some students did not submit the assignments on time, and passive students. Otherwise, external factors are bad signal or network, medias, variety methods prepared by tutors and extra work for the tutors.

B. SUGGESTION

After conducting the study and finding the result, the researcher would like to give some suggestion that can take as a consideration in teaching learning process, especially in online teaching listening, as follows:

1. For tutors

The tutors need to be patient in this periode of time in teacching listening of TOSE online. This is the first time IAIN Surakarta held TOSE learning online. Therefore, the tutor need to come up with something new by evaluate and update every methods they had in online teaching class.

2. For institution

Based on the result in finding of the difficulties faced by tutors, bad signal or internet connection is really affected the teaching learning process. Consequently, the institution should prepared or

facilitated both tutors and students with good internet provider. There is a biggest internet provider in Indonesia which have a good internet connection even in countryside.

3. For future researchers

This research analysis the strategies of teachers in their online listening class. For the future researchers who will conduct the same study, it will be better if you guys looking for the online platform which support the online teaching listening.

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APPENDECES

OBSERVATION

FIELD NOTES

Field Note

1. Tutor : Anisa Putri Cahyai, M.Pd.

a. 1st Observation (26 October 2020)

The first observation of Ms. Nisa class was started in WhatsApp group. The tutor was opened the class by saying Asslamu'alaikum and continued by asking the students condition. Then, she explained that the class will be held by Google Meet and WhatsApp. She said all those things through voice note. The students answer in text. The tutor sent a link of Google Meet and asked the students to join. She gave all students chance to join in five minutes. But, some students were late because of the signal and others said they kept out of Google Meet because of the signal also.

The tutor rewind about the materials last week of Skill 1 about "last line". The students should focus on what the last speaker speak to know the answer of the question. After recall the material about "last line", the tutor move to skill 2 "choose answer with synonyms". The tutor gave some synonym words as example then asked the students to opened the pdf book. There was an example of the test. The class discussed it together. After that, they moved on to the five questions in the book. The tutor play the audio record of the title once while the students do the test number 1. The tutor gathered students answer and what their reason choose that answer. Only few students reacted, not even half of the class. The tutor lead the discussion by

asking the students about the topic of the conversation. Same goes with number 2. And then, for the last three questions, the tutor want them to do by their own. But still, the audio controlled by the tutor.

In the discussion of the questions, the students complained about the audio. They said the audio is not clear and sometimes disappear by itself. In facing this problem, the tutor sent the audio for the next exercise which is skill 3, so the students can play it on their own. First, the tutor explained skill 3 “avoid similar sounds”. Then, the students done it with the audio given in WhatsApp group. But there was a problem becuae they played the audio more than once. So, before the class ended, the tutor gave them quiz contain of skill 1-3 and they can only play the audio once for preparing themselves in doing the TOSE test. The quiz has done through google form by that day. The tutor also gave a google form link for the students which consist a YouTube link for them to watch then summarise what is on the video. They have a week to do the homework. Then the tutor closed the class by reciting hamdallah and sallam. Not forgetting about the attendance, the link also shared in the WhatsApp group for the students to write their attendance in online class.

b. 2nd Observation (02 November 2020)

The tutor kindly reminded the students an hour before the class started that they have TOSE class that day. The link of Google Meet was sent in WhatsApp group. The class was started as usual, with

salam and waiting for everyone to join. Then, throwback to the material last week. For this time, the tutor shared her screen because of it was not effective for the students to look at the pdf book. It cost a lot of money for them to printed the book.

The tutor gave the material of Skill 4 “draw conclusions about who, what, where” in the middle of the class while the tutor explained the material, she signal of the tutor was bad so she lost contact for a while. So she need to re-explained what she was said when she was gone. Moved to the example, for this time, the tutor played the audio through speaker she has in her house for her to controlled the audio in one play only. They discussed the question of each number then the tutor asked the students if there any difficult words. Then combined the words to know the meaning of the conversation. The tutor asled the students to pay attention to he choices and discover what going to be the question. Is it what, when, or where.

When the class discussed skill 5 “listen for who and what in passive”, the students got confused in differentiate passive and active sentence. So, the tutor taught them to identify the subject, object, and verb. Same goes with skill 6 “listen for who and what with multiple nouns”. For the quiz, it was same with the quiz before. The students done it through Google Form and the audio given but they should play it once. The tutor sent the links of quiz and attendance in WhatsApp group. The class ws ende by reciting hamdalah and salam.

2. Tutor : Puput Arianto, M.Pd.

a. 1st Observation (26 October 2020)

The tutor was sent a message in WhatsApp group telling the students to directly go to Edmodo. In Edmodo, the tutor put a link video of material with the note said “for today’s materials, check on this link guys... we will not have face to face meeting.” In the YouTube video, the tutor explaining about the materials of skill 1-3 in pdf book using his own voice while the screen showing the materials. The tutor read the English first then translated it to indonesian. There also three audios of skill 1-3 and the multiple choices of the test in Edmodo. The tutor put the instruction said “do the exercise from skill one until skill 3 on number one through five. Write only the answer.” The tutor gave two days for students to do the exercise. He mentioned in the WhatsApp group for the studens to feel free ask anything about the material.

b. 2nd Observation (02 November 2020)

The class was started just like the last week. The tutor asked the students to go to Edmodo. There, the tutor give a link Youtube video which consist of the explanation of skill 4-6. Not only a link of video, the tutor gave some exercise with the audio as well fot the students to do on that day. Skill 4 was about knowing who, when, and where talking in the conversation. Here, the tutor asked students to draw the

conclusion of the sentence and what topic they talking about with identify some key words to answer a question.

Skill 5 talking about passive sentence. The tutor gave formulas of active and passive sentence. Then, teaching the grammar first before went in the listening practice. Identify the noun, verb, adverb and also to be to know the answer. When come to the exercise, the tutor asked the students to identify the auxiliary of the sentence.

3. Tutor : Muhammad Al Fattah

a. 1st Observation (06 November 2020)

The class should be done in 05 November but delayed into 06 November because of the link youtube was not ready yet. The tutor sent a link of youtube which consist of the material that day. Here the material was about focusing of the last line. The tutor emphasized the keyword that going to help the students in answering the question. The learning process was fully in English.

b. 2nd Observation (13 November 2020)

Same with the class last week, this time it was delayed because of the tutor were in another city. So, he could not held the class. The material was talking about synonym. Here, the tutor was tend to understand every word in the sentence. The tutor also emphasizes the keyword of the sentence to get the answer because of that thing is the trick to get the right answer. The class was not fully in English this

time. The tutor translate some sentence in the learning process for easier students to understand.

APPENDIX 1

Questionnaire

No.	Bottom-Up Exercise	Response		
		T. 1	T. 2	T. 3
1.	Identify the reference of pronouns used in conversation.	✓		✓
2.	Recognize active or passive sentence.	✓	✓	✓
3.	Identify subject, object, verb, and adverb in a sentence.	✓	✓	✓
4.	Distinguish sentence with or without auxiliary verb.		✓	✓
5.	Recognize the use of stress word to mark the information focus of a sentence.	✓	✓	
6.	Recognize the time reference of a sentence.			✓
7.	Distinguish between positive and negative sentence.	✓	✓	✓
8.	Recognize sequence marker.	✓		
9.	Distinguish between Yes/No and W-H questions.	✓		✓
	Top-Down Exercise			
10.	Listen to a conversation and infer the topic of the conversation.	✓	✓	✓
11.	Look at pictures given then listen to a conversation and match with the pictures.			
12.	Listen to a conversation then identify the setting of the conversation.	✓	✓	✓
13.	Read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech.	✓	✓	✓
14.	Read information about a topic then listen to a speech and check whether the		✓	

	topic is mention or not.			
15.	Read one side of a telephone conversation and guess what other speaker's responses then listen to the telephone conversation.			
16.	Look at pictures speaking and guess what might be saying or doing, then listen their actual conversation.			
17.	Complete a story then listen to how the story really ended.		✓	
18.	Guess what news headline might refer to, then listen to a news broadcast about the event refered.		✓	✓

Tutor 1

No.	Bottom-Up Exercise	Reponse	
		Yes	No
1.	Identify the reference of pronouns used in conversation.	✓	
2.	Recognize active or passive sentence.	✓	
3.	Identify subject, object, verb, and adverb in a sentence.	✓	
4.	Distinguish sentence with or without auxalary verb.		✓
5.	Recognize the use of stress word to mark the information focus of a sentence.	✓	

6.	Recognize the time reference of a sentence.		✓
7.	Distinguish between positive and negative sentence.	✓	
8.	Recognize sequence marker.	✓	
9.	Distinguish between Yes/No and W-H questions.	✓	
	Top-Down Exercise		
10.	Listen to a conversation and infer the topic of the conversation.	✓	
11.	Look at pictures given then listen to a conversation and match with the pictures.		✓
12.	Listen to a conversation then identify the setting of the conversation.	✓	
13.	Read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech.	✓	
14.	Read information about a topic then listen to a speech and check whether the topic is mention or not.		✓
15.	Read one side of a telephone conversation and guess what other speaker's responses then listen to the telephone conversation.		✓
16.	Look at pictures speaking and guess what might be saying or doing, then listen their actual conversation.		✓
17.	Complete a story then listen to how the story really ended.		✓
18.	Guess what news headline might refer to, then listen to a news broadcast about the event refered.		✓

Tutor 2

No.	Bottom-Up Exercise	Reponse	
		Yes	No
1.	Identify the reference of pronouns used in conversation.		✓
2.	Recognize active or passive sentence.	✓	
3.	Identify subject, object, verb, and adverb in a sentence.	✓	
4.	Distinguish sentence with or without auxiliary verb.	✓	
5.	Recognize the use of stress word to mark the information focus of a sentence.	✓	
6.	Recognize the time reference of a sentence.		✓
7.	Distinguish between positive and negative sentence.	✓	
8.	Recognize sequence marker.		✓
9.	Distinguish between Yes/No and W-H questions.		✓
	Top-Down Exercise		
10.	Listen to a conversation and infer the topic of the conversation.	✓	
11.	Look at pictures given then listen to a conversation and match with the pictures.		✓
12.	Listen to a conversation then identify the setting of the conversation.	✓	
13.	Read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech.	✓	

14.	Read information about a topic then listen to a speech and check whether the topic is mention or not.	✓	
15.	Read one side of a telephone conversation and guess what other speaker's responses then listen to the telephone conversation.		✓
16.	Look at pictures speaking and guess what might be saying or doing, then listen their actual conversation.		✓
17.	Complete a story then listen to how the story really ended.	✓	
18.	Guess what news headline might refer to, then listen to a news broadcast about the event refered.	✓	

Tutor 3

No.	Bottom-Up Exercise	Reponse	
		Yes	No
1.	Identify the reference of pronouns used in conversation.	✓	
2.	Recognize active or passive sentence.	✓	
3.	Identify subject, object, verb, and adverb in a sentence.	✓	
4.	Distinguish sentence with or without auxalary verb.	✓	
5.	Recognize the use of stress word to mark the information focus of a sentence.		✓
6.	Recognize the time reference of a sentence.	✓	

7.	Distinguish between positive and negative sentence.	✓	
8.	Recognize sequence marker.		✓
9.	Distinguish between Yes/No and W-H questions.	✓	
	Top-Down Exercise		
10.	Listen to a conversation and infer the topic of the conversation.	✓	
11.	Look at pictures given then listen to a conversation and match with the pictures.	✓	
12.	Listen to a conversation then identify the setting of the conversation.	✓	
13.	Read a list of a key points to be covered in a speech then number them in a sequence while listening to the speech.	✓	
14.	Read information about a topic then listen to a speech and check whether the topic is mention or not.		✓
15.	Read one side of a telephone conversation and guess what other speaker's responses then listen to the telephone conversation.		✓
16.	Look at pictures speaking and guess what might be saying or doing, then listen their actual conversation.		✓
17.	Complete a story then listen to how the story really ended.		✓
18.	Guess what news headline might refer to, then listen to a news broadcast about the event refered.	✓	

APPENDIX 2

Interview

Transcript

INTERVIEW

Tutor 1

Day/Date : Thursday, 07th November 2020

Time : 09.00 – 10.30 p.m.

Interviewer : Miftakhul Jannah

Interviewee : Anisa Putri Cahyani, M.Pd.

The interview was between Ms. Nisa and the researcher below. This interview was done through WhatsApp text and call. The interview was started through WhatsApp call then changed into WhatsApp text because of the signal and other reasons.

M : Assalamu'alaikum Miss.

A : Wa'alaikumsallam, suara saya jelas ga? Di sini hujan soalnya.

M : bisa Miss. Langsung bisa dimulai nggih wawancarana?

A : iya, silahkan!

M : untuk pertanyaan pertama, aktivitas apa yang Miss lakukan selama pre-listening di online class?

A : saya menjelaskan skill yang ada di....

M : halo bisa diulang Miss?

A : iya, saya biasanya menjelaskan materi yang ada di buku dan memberikan contoh seperti skill yang terkait. Mereka harus paham dibalik itu, maksudnya dasar dari pemahaman itu apa dan mereka ini belajar apa sih. Menjelaskan inti atau topik atau skill teorinya kemudian yang kedua masuk contoh soal yang kira-kira mereka hadapi nantinya. Contohnya menjelaskan tentang sinonim. Jadi nanti saya kasih kata-kata yang sinonim tu apa aja. Itukan belum masuk ke listening. Gimana kalo kita voice note aja karena kalo telfonan kayak gini putus nyambung.

M : baik Miss.

A : yaudah, segitu dulu ya.

(interview dilanjutkan melalui text dan voice note di WhatsApp. Peneliti mengirimkan tabel list aktivitas yang sekiranya dilakukan oleh tutor)

M : dari 18 aktivitas di atas, apa yang ada atau yang Miss lakukan dan alasan melakukan aktivitas tersebut?

A : Ok. Dimulai dari nomor satu identify pronouns ini menurut saya salah satu aktivitas yang menurut saya ada di pembelajaran listening kelas saya. Yaitu dengan mengidentifikasi kata ganti dalam conversation untuk membantu mereka memahami. Jadi siapa sih orang atau figur yang dibahas dalam conversation itu ini banyak ada di soal-soal sejenis TOEFL. Jadi ada pembicaraan antara dua orang yang membicarakan tentang seseorang. Nah disini identifikasi pronoun yang dimaksud itu siapa, ini penting banget. Kemudian nomor dua recognise active or passive sentence ini baru saja di pertemuan kemarin. Siswa saya ajak memahami yang mana yang active dan yang passive ini penting banget. Nomor tiga saya rasa iya sih menurut saya karena saya jelaskan juga tentang who, what, where. Siapa dan apa yg mereka lakukan dan juga where itu dimana. Dimana percakapan itu terjadi. Kemudian nomor 4 engga karena distinguish sentence karena saya tidak terlalu memikirkan tentang itu. Kemudian nomor lima iya, recognise the use of stress word. Jadi stress adalah salah satu komponen yang penting banget dalam penuturan bahasa Inggris. Dengan memahami stressnya dimana itu akan membantu dalam menentukan fokus listening tersebut jadi siswa akan terbantu. Nomor enam recognise the time reference tidak saya terapkan di pembelajaran saya. Nomor tujuh yes. Kita membedakan between positive and negative sentence. Jadi ini penting, kedua ini sangat berseberangan ya, ketika mereka paham bagaimana pengungkapan negative dalam kalimat bahasa Inggris maka pemahaman mereka tidak akan salah gitu. Nomor delapan saya rasa ini untuk listening yang lebih panjang seperti mendengarkan orang kuliah jadi kedepannya saya akan gunakan ini. Nomor sembilan distinguish between yes/no yes. Saya rasa ini juga sangat penting ya untuk membangun kepercayaan diri mereka. Jadi mungkin ada yang belum tau tentang yes/no dan WH question, jadi ini membantu mereka tentang pemahaman di listening itu. Ini adalah suatu konsep yang baik dan akan saya terapkan tentunya. Nomor 10,

listen to a conversation and infer the topic ya ini jelas kita latihannya seperti itu. Kita mendengarkan conversation lalu kita menyimpulkan topic yang ada di dalamnya. Nomer 11 no, saya belum menerapkan ini dalam aktivitasnya. Nomer 12 ya, saya pergunakan aktivitas ini untuk mengidentifikasi setting atau situasi tempat dan dimana dialog itu berlangsung saya yes. Ok lanjut nomer 13 i think insyaallah nanti dengan dialog yang lebih panjang saya bisa gunakan aktivitas ini untuk membantu mereka dalam penyesuaian di tahap awal. Jadi supaya mereka bisa menentukan key points atau lebih terbantu dalam menentukan tema, maka nanti saya akan membuat key points ini. Nomer 14, read information about topic then listen to speech emmm.. no. Saya tidak punya waktu untuk membaca informasi. Kemudian nomer 15 no, kita ga ada aktivitas ini. Nomer 16 no, kita ga ada pictures. Nomer 17 no, kita ga ada. 18 kita tidak melakukan aktivitas tersebut. Gitu ya.

M : untuk masalah yang dihadapi dalam menerapkan pembelajaran online listeningnya apa saja Miss?

A : yang pertama mengenai variasi metode, apalagi ngajar listening ya. Listening itu enaknya tu ngajar langsung. Jadi siswa tu kalo diminta ngedengerin satu kali, yaudah satu kali diplay. Permasalahannya ini online jadi serba salah. Kalo saya play audionya lewat speaker saya secara real time, siswa-siswa yang punya koneksi buruk tentu akan ketinggalan banyak gitu loh ga akan mulus ga akan lancar. Dan lagi mereka yang terkendala jaringan mereka diem aja. Jadi kita ga bisa detect bagaimana keadaan mereka disana gitu lho. Makanyakan, metode harus elalu dievaluasi. Awalnya saya kasih audio filenya. Nah, ketika saya kasih audionya dan saya minta untuk mengerjakan di google form mereka play audionya beberapa kali. Gapapa karena ini masih dalam tahap pembelajaran ya mereka belajar jadi bisalah mereka diputer lebih dari satu, tapi kalomau mendeteksi kemampuan mereka, nah ini kendala gitu lho. Kemudian masih tentang variasi metode, saya sebetulnya udah dua kali pertemuan ini bosan juga mau cari yang beda tapi saya masih mencari ide bagaimana membuat variasi. Nah untuk solusinya saya selalu mengevaluasi tentang metode yang saya lakukan seperti tadi ketika saya kasih audionya dan mereka play lebih dari satu kali akhirnya saya play audio melalui speaker aktif yang saya punya di rumah yang lebih keras suaranya gitu. Solusinya ya perbaruan metode dievaluasi mana lebih

baiknya kaya gitu. Yang kedua interaksi yang terbatas. Saya sebenarnya ga suka ngajar online itu karena yang saya hadapi itu komputer. Saya biasanya ngadepin siswa jadi interaksi tu ga bisa ya lewat suara atau gambar video. Karena bilang iya paham tap raut muka masihkebingungan itu juga masalah berarti ada masalah disana. Jadi sangat minim sekali interaksinya. Ketika saya bilang apakah sudah paham mereka bilang sudah nah orang-orang yang diam serubu bahasa inilah yang bertanya-tanya yang saya pertanyakan, bagaimana proses belajar mereka? Apakah mereka join lalu kabur? Jadi, saya tidk menyukai online. Karena interaksi yang terbatas ini maka solusinya saya selalu menguapayakan untuk terus berinteraksi seperti melemparkan pertanyaan selalu mengecek apakah mereka sudah paham atau belum. Selain itu interaksi yang terbatas ini dengan solusi latihan individu yang sudah sya laksanakan. Jadi saya bisa memantau perkembangan mahasiswa. Nomer tiga kerja ekstra dalam memantau perkembangan belajar siswa. Dengan adana daring seperti ini kan saya memindah apa yang ada di buku ke oogle form. Jadi saya harus bikin latihan-latihan di google form. Dn setelh itu saya jug memntau skor mereke, salah berapa, adakah siswa yang unggul, kira-kira pertanyaan nomer berapa yang mereka jawab ga bener kek gitu-gitu. Jadi sangat kerja ekstra, ya solusinya ya sabar ini demi proses belajar mereka yang tidak bisa diabaikan. Nomer empat sinyal yang tak bersahabat. Ini sangat mengganggu, saya pernah beberapa kali putus sinyal padahl sudah menjelaskan banyakeh ternyata putus sinyal it is really really annoying so apa ya solusinya. Solusinya ya selalu mengecek jaringan selalu mengupayakan gimaa caranya suaya bsa on internetna. Yag ke-lima perbedaan kompeensis siwa. Ada yang bener sepuluh dalam satu latihan, ada juga yang bener nol. Ini ketimpangan yang jauh sekali. Ada yang udsh bisa mendengarkan dengan baik ada juga yang kurang bisa karena mereka tidk paham denga kosakata atu vocabulary. Nah solusinya nanti bisa saya kelompokkan per group berdsarkan rata-rata kemampuan yang sama. Berdasarkan hasil latihan yang saya berikan. Nah nati tinggal melaksanakan pmbinaan per group. Nomer enam susah mendeteksi keseriusan siswa ini jelas ya. Apakah ini serius apa engga terus juga meskipun ngerjain latihannya siap tau males. Kalo offline kita bisa tau dari perangainya atau mimik mukanya jadi kita bisa kasih treatment yang tepat dan online ini membatasi kita yang lumayan banyak. Yang ke-tujuh siswa pasif. Ini sebenarnya hal yang membuat saya

kurang bersemangat juga sebagai pendidik. Jadi saya anggap itu sebagai masalah. Motivasi yang melatar belakangi. Yang terakhir buku handbook yang tidak ditangan siswa. Karena pandemi ini kita kasih pdfnya. Kalo buku handbook dalam bentuk fisik ditangan mereka saya kira mereka akan lebih rajin daripada dalam bentuk softfile. Jadi mereka ebih tergugah kalo ku itu untuk dibaca bukan hanya utuk ditenteng kesana kemari gitu.

M : baik Miss, terimakasih. Maaf sudah mengganggu waktunya malam-malam.

Tutor 2

Day/Date : Monday, 8th November 2020

Time : 10.00 – 10.30 a.m.

Interviewer : Miftakhul Jannah

Interviewee : Puput Arianto, M.Pd.

M : Assalamu'alaikum, maaf bapak saya yang mau interview.

P : Wa'alaikusallam, oh iya silahkan!

M : jadi untuk kegiatan atau aktivitas pre-listeningnya biasanya yang bapak lakukan apa?

P : karena kelasnya inikan kelas online bukan seperti biasa. Jadi kita tidak mengadakan pertemuan secara tatap muka, maka pre-listeningnya juga tidak kita lakukan. Saya biasanya memberikan suatu materi yang akan kita gunakan berdasarkan pembelajaran pada hari itu. Saya dalam ha ini menggunakan edmodo dan juga video. Setelah mereka menonton video kemudian listening. Jadi berdasarkan hal ini pre-listeningnya mereka menonton video tentang penjelasan hari itu. Mislanya skill satu itukan last line. Berarti sebelum masuk listeningnya sendiri, kita memahami apa itu skill satu yang ada. Jadi materi dulu.

M : untuk seterusnya apakah tidak diadakan zoom atau google meet seperti itu pak?

P : di edmodo, paling kalaupun ada tidak sampai tiga kali. Karena itu bagi saya tidak efektif. Dari pengalaman beberapa kelas, ketika saya melakukan conference itu pertama, masuknya sudah telat, ketika masuk ternyata keluar-masuk keluar-masuk. Artinya ktika saya tidak memiliki materi dari sumber lain, kesempatan mahasiswa dalam mendapatkan materi yang sama itu tidak bisa. Yang ketiga, ketika saya paksakan materinya harus berupa tata muka itu saya saya tidak yakin semuanya bisa menangkap dan hanya dapat diakses pada jam itu saja. Tapi ketika saya sampaikan dlam bentuk lain misalnya video atau mereka saya kasih recordnya tu nanti bisa diplay berulang-ulang karena kelas

saya bukan kelas bahasa inggris tapi non-bahasa inggris. Sehingga drilling sangat bermanfaat buat mereka.

(peneliti memberikan list aktivitas yang sekiranya dilakukan oleh tutor di dalam kelas online)

M : kalau dari 18 list ini kira-kira yang bapak lakukan apa saja?

P : ini dasarnya kamu ambil ini apa?

M : saya ambil dari teori Brown yang ada dibukunya pak.

P : untuk listening apa?

M : listening comprehension.

P : jadi kalo untuk strategies saya yang ini (no.10), setting ada (no.12), ini tidak ada karena menuju pada TOEIC (no.11), sequence ini merefer pada part B dan part C. Yang nomer 14 tidak diaplikasikan karena kalau mereka membaca tentang topik, tidak ada waktu untuk mengerjakan. Telephone tidak ada, biasanya dalam IELTS. Ini (no.16) TOEIC. Ini (17) ada. karena begini mb, kelas TOSE itu skillnya banyak dan harus diselesaikan dalam waktu yang terbatas, itu yang pertama. Yang kedua, kita dihadapkan dengan berbagai jenis prodi. Kalo prodi PBI dan SI diajak lari bisa kalo selain itu tidak bisa. Jadi sudah alhamdulillah bisa selesai kalo offline ya tapi kalo online kita anggap selesai karena batas waktu untuk belajar tidak terbatas kelas untuk saya. Jadi satu aktivitas itu bisa sampe 3 hari bagi mereka untuk menyelesaikan tagihannya. Ini dalam strategy pembelajaran ada (no.18). ini (no.2) dalam strategy pembelajaran ada, dalam soal nanti juga ada. Kalo soalnya pasif jawabannya aktif begitu juga sebaliknya. Inikan (3) terkait dengan ini (2). Kalau auxiliary itu terkait dengan surprise. Misal surprise terhadap apa yang disampaikan oleh orang berarti disana nanti. Jadi dia mensupport beberapa skill tapi tidak disertakan secara literal tapi menyokong beberapa skill tertentu. Stress word, nah ini dia untuk menyokong expression of surprise. Ini (7), sepertinya itu mb.

M : untuk kendalanya pak, dalam menerapkan pembelajaran?

- P : kalo kendalanya ga ada. Cuma mungkin tantangannya pada hasil pembelajarannya. Karena begini, skill yang saya berikan kepada mereka itu kan tidak membatasi pada jam tertentu, tapi pada sistem hari. Artinya mereka bisa mengulang audio yang diberikan. Memang ini ada dua sisi hal ya positif dan negatif. Positifnya adalah Karena mereka dari non bahasa inggris maka drilling itu penting bagi mereka. Mendengarkan dalam bahasa inggris itu penting tetapi negatifnya adalah kalo mereka terbiasa mengerjakan satu audio beberapa kali maka negatifnya pada performa mereka ketika mengerjakan. Karena kalo test itu kan hanya diplay satu kali. Nah kalo mereka tidak terbiasa fokus, nanti negatifnya disitu. Mungkin proses pembelajaran ini ok tidak masalah, mereka semua bisa mengerjakan. Tapi ketika metode itu diaplikasikan ke ujian yang sebenarnya nanti tidak perform seperti itu.
- M : kalo untuk overcome the problem?
- P : untuk overcome the problem. Nanti inikan tidak semuanya dalam bentuk audio saya bagi. Mungkin nanti ada kalanya saya kasih waktu, mengerjakan itu dalam kurun waktu 1 jam. Sehingga nanti kan terlihat kemampuan mereka yang sebenarnya. Kalo memang bisa melihat kemampuan mereka yang sebenarnya, nanti akan bisa dipilih apakah menggunakan metode yang lama ataukah menggunakan atau memaksimalkan kemampuan fokus mereka. Tapi kalo kita memilih untuk melakukan yang kedua, itu nanti juga akan timbul masalah. Yang pertama masalah jaringan, karena tidak semua dari mereka itu bisa mengakses pada jam yang sama. Ada beberapa mahasiswa itu harus pergi ke tempat tertentu untuk mengakses sinyal yang maksimal.
- M : apakah bapak sudah pernah mencoba yang kedua?
- P : belum, sementara masih yang lama. Karena kelas saya ini, saya ingin membiasakan listeningnya dulu. Kalo sudah terbiasa dengan pola-pola bahasa inggris nanti mungkin akan kita tingkatkan ke dalam yang ada batasan waktu. Sebenarnya saya ada tim sudah membuat google form mulai dari skill pertama sampai skill ke-17. Itu nanti ada batasan waktunya. Jadi saya tidak bisa membagikan itu ke kelas saya karena di kelas saya prodinya non bahasa inggris. Jadi saya membiasakan dulu mereka.

- M : untuk yang di edmodo itu apakah semua mengerjakan?
- P : semua mengerjakan. Mungkin ada beberapa yang telat. Kan waktunya 2-3 hari. Mereka akan menghubungi saya dulu untuk memita ijin untuk mengirim saya bisa WA kadang E-mail. Saya terma kadang engga. Karena kalo saya terima terus, nanti motivasi mereka untuk mengerjakan pada jenjang waktunya tidak ada. Padahal waktunya sudah panjang.
- M : baik pak terimakasih atas waktunya. Nanti semisal ada yang perl ditanyakan lagi.
- P : bisa hubungi saya nanti kita cocokan waktunya.
- M : baik pak. Assalamu'alaikum.
- P : Wa'alaikumsallam.

Tutee 1 of Tutor 1

M : Researcher (Miftakhul Jannah)

T : Tutee (David Zaenal Abidin)

M : Miss Nisa itu kalo ngajar di kelas gimana sih dek?

T : miss nisa kalo ngajar jelasinya sedetail mungkin. Bahkan sampe latihan beberapa soal itu diadakan per skill gitu. Jadi pelan-pelan sampe semuanya bisa paham.

M : kalo pas listeningnya susah ga?

T : kalo aku sendiri udah cukup paham soal bahasa inggris itu ya ga terlalu sulit cuman ada sedikit halangan kalo audionya di play dari google meet nya langsung, dari laptop missnya langsung. Jad enaknya ngeplay dari hpnya sendiri-sendiri gitu. Jadi audionya lebih jernih.

M : bisa masuk materi pembelajarannya?

T : untuk materinya alhamdulillah udah bisa masuk semuanya. Udah cukup tercerahkan gitu.

M : kamu suka ga cara ngajar beliau?

T : kalo suka ga cara ngajarnya, saya cukup suka dengan cara ngajarnya miss nisa karena ngajarnya itu cukup sabar dan bahasanya juga ga terlalu tinggi. Maksudnya bisa menyesuaikan dengan kami yang masih maba. Penjelasannya kan secara detail jadi dijelaskan per skill epemhertiannya, contoh-contohnya, tips and tircks nya gitu. Latihannya jga per skill. Terbaiklah miss nisa itu cara ngajarnya.

Tutee 2 of Tutor 1

M : Researcher (Miftakhul Jannah)

T : Tutee (Saka Ardika Kusuma)

M : dek, kalo miss nisa ngajar itu gimana sih?

T : kalo menurut saya miss nisa itu ngajarnya terstruktur gitu lho mb. Jadi dari mulai skill awal sampe skill saat ini jelasinnya itu runtut berurutan dan mudah dipahami gitu lho mb. Jadi per pertemuan itu berepa skill. Misal skill 1 sampe skill 3 itu djelasin tu per skill. Dari mulai skill 1 jelas skill 2 jelas skill 3 jelas terus beserta contohnya habis itu setiap 1 skill itu disertai contoh soal sama latihan listeningnya sekalian. Jadi, setiap satu skill nanti ada berapa soal disuruh ngerjain gitu. Enak banget ngerjainnya itu. Dan aku pas smp sma itu ga terlalu suka sama bahasa inggris apalagi istening. Listening itu bagiku susah banget bener-bener susah dan aku belum nemuin tutor mentor yang bisa jelasin aku sedetail itu gitu lho. Tpi di kuliah ini semester 1 ini yng diampu bu nisa kebetulan aku paham dan kek upgrade skill gitu lho mb. Skill ku yang awalnya ga suka listening tu bahkan apapun tu gatau jadi lebih naik dan tahu lagi gitu.

M : kalo waktu listeningnya sendiri gimana?

T : waktu listening itu bagiku susah, emang susah. Tapi mungkin ssahu di prononciation dari speakernya itu lho mb. Kadang kecepeten kadang ga nyantol apalagi kalo di tose inikan sekali puter sekali denger sekali jawab kalo gatau yaudah lewat gitu. Lha aku biasanya kayak melewatkan momen-momen itu gitu. Misal ketinggalan speaker atau gimana gitu.

M : tapi bisa masuk materinya?

T : kalo diajar miss nisa ini alhamdulillah banget bisa mb. Jujur jadi upgrade skill. Misal di smp sma masih level satu lah ini udah level 3 atau 4 gitu.

M : suka ga sama cara ngajarnya? Alasannya kenapa?

T : aku suka banget ngajarnya. Jadi materinya terstruktur banget kek ditata dari awal. Jadi sebelum ngajat itu udah punya gambaran dulu miss nisa. Dari skill 1 apa to yag mau d jelasin gini-gini trus skill berapa mau diajarin gini-gini tu udah punya kisi-kisi sendiri dari bu nissanya. Menurutku ya mb. Makanya aku suka aktif. Padahal waktu bahasa inggris di smp atau sma aku jarang banget aktif karena takut salah. Tapi kalo bu nisa itu misal jawab salah bu nisa nakal kayak membenarkan dan ga menjatuhkan mental gitu lho. Kek ayo coba dilihat lagi atau gimana gitu. Pokokmen ga membuat mental down gitu. Alasannya itu sih. Ya enak, enak banget mb.

Tutee 1 of Tutor 2

M : Researcher (Miftakhul Jannah)

T : Tutee (Asrin Ardinia)

M : Pak puput itu kalo ngajar menurut kamu gimana ?

T : jadi pak puput itu kalo ngajar itu kayak kurikulum sekarang yang ngasih materi terus kita belajar nya kayak otodidak dari materi yang beliau kasih itu menurut saya

M : Waktu listening ngajarnya gimana ?

T : Pak puput itu kalo listening dibagi link youtube kan di edmodo jadinya di youtubanya itu pak puput ngasih klu-klu yang harus kita perhatikan setiap ketemu listening itu harus kita perhatiin pembicara kedua harus baca pilihan-pilihannya terlebih dahulu

M : Kamu ngerti enggak waktu diajar ?

T : so far waktu diajarin pak puput ini alhamdulillah saya ngerti tapi ada sih yang enggak ngerti bahasa orang asingnya kadang-kadang ngerti dikit

M : Nah kan kebanyakan pake edmodo tuh, pernah gak pake yang lain ? tolong ceritakan

T : selama di ajar sama pak puput itu pernah meeting pertama dia pake google meet . di google meet itu kayak pengenalan pake bahasa inggris pak puput nanti yang kasih pertanyaan .. kamu dari mana ? tempat lahir mu kapan ?

Tutee 2 of Tutor 2

M : Researcher (Miftakhul Jannah)

T : Tutee (Muhammad Anwar Ajib Fuadiya)

M : Pak puput itu kalo ngajar menurut kamu gimana ?

T : pak puput itu kalau ngajar biasa sih masih umum kayak guru jelasin ke murid-muridnya tapi ini media virtual jadi kaya kurang enaklah

M : Waktu listening ngajarnya gimana ?

T : nah kalau waktu listening bapaknya ini cuman ngasih audio

M : Kamu ngerti enggak waktu diajar ?

T : kalau pas ngasih materinya itu paham cuman untuk prakteknya agak kesulitan,

M : Nah kan kebanyakan pake edmodo tuh, pernah gak pake yang lain ? tolong ceritakan

T : sebenarnya tuh bukan cuman edmodo doang , edmodo itu cuman wadah untuk ngasih soal sama buat ngumpulin soalnya di edmodo , kalau beliau itu ngajarnya pake youtube ngeshare link youtube ke edmodo

M : kalo selain edmodo sama youtube ada enggak?

T : Dulu pernah pertama kali kalo enggak salah pake zoom atau google meet itu cuman pertama kali doang buat perkenalan cuman habis itu edmodo sama youtube doang itu aja.

Tutee 1 of Tutor 3

M : Researcher (Miftakhul Jannah)

T : Tutee (Aulia Nur Fadilah)

M : Pak Al kalo ngajar TOSE itu gimana ?

T : Pak Al itu ngajar TOSE biasanya pake youtube kayak nerangin gitu,

M : kamu suka gak cara beliau ngajar

T : kalo aku sendiri ya karena aku emang enggak bisa atau kurang bahasa Inggris terus disuruh kayak gitu pake youtube ya kalo aku sendiri kurang suka sih cara ngajarnya

M : Bisa masuk gak materinya

T : ya aku sendiri jujur enggak bisa masuk materi kalo cara ngajarnya kalo cuman pake youtube soalnya aku juga dikasih link suruh absen di kolom komentar enggak buka sama sekali cuman absen jadi aku enggak bisa masuk materinya

M : Terus kan biasanya kalo aku ikut kelas beliau pakenya Youtube terus, pernah pake yang lain gak ?

T : Biasanya itu cuman pake youtube , pernah pake zoom itu pertama awal pertama masuk pake zoom cuman buat pengenalan terus kesini-kesini ya pake youtube pernah ,, pernah ada renacana pake gmeet tapi nyatanya pake youtube terus

M : Pernah ada komunikasi gak minta media lain buat belajar ?

T : Kayaknya enggak kak. soalnya lagi pas itu pernah pake zoom sekali itu anak-anak juga ada yang susah sinyal, masalah internet intinya. jadi kesini-kesini enggak pake zoom lagi.

Tutee 2 of Tutor 3

M : Researcher (Miftakhul Jannah)

T : Tutee (Isna Nur Laily)

M : Pak Al kalo ngajar TOSE itu gimana ?

T : pak Al kalo ngajar lumayan baik kok kak, tapi kadang kalo pas ada kelasnya aku udah siap-siap mau belajar materi-materi TOSE hari ini misalnya kan materinya di share lewat youtube eh tiba-tiba malah diundur besok yang katanya jam segini lah tapi malah kadang jamnya ditentukan

M : kamu suka gak cara beliau ngajar

T : saya sendiri suka dengan mengajarnya kalo pak Al nyampaein materi itu mudah dipahami jadi enggak berbelit-belit

M : Bisa masuk gak materinya

T : kalo materinya InsyaAllah bisa masuk bisa dipahami asalkan saya serius memperhatikan materi tersebut

M : Teruskan biasanya kalo aku ikut kelas beliau pakenya Youtube terus, pernah pake yang lain gak ?

T : untuk hari pertama TOSE itu pernah pake zoom terus pak Al juga bilang kalo kemungkinan nanti kelasnya diselingi menggunakan youtube tapi Yang sekarang kelasnya tetep pake youtube.

Tutor 3

Day/Date : Wednesday, 11th November 2020

Time : 10.30 – 11.00 a.m.

Interviewer : Miftakhul Jannah

Interviewee : Muhammad Husin Al Fattah, M.Pd.

M : Assalamu'alaikum bapak, boleh minta waktunya sebentar ntuk wawancara.

A : Wa'alaikumsallam. Iya gimana?

M : langsng saja nggih pak. Pertanyaan pertama, aktivitas apa yang bapak lakukan sebelum masuk ke listening?

A : apersepsi. Memberikan materi terkait dengan topiknya. Kalo short dialogue tentang short dialogue. Kalo TOSE itukan berbeda dengan listening biasa ya, ada topiknya. Listening TOSE kan ada tiga macam ya. Session A short dialogue, session B long conversation, section C long talk atau monologue. Jadi mau tidak mau kita mengarah kesana. Tujuannya supaya mahasiswa sudah siap. Oh listening yang saya dengarkan itu sudah proposif.

M : kalo dari 18 list ini yang bapak gunakan dalam pembelajarannya yang mana saja pak?

A : satu iya, Dua iya. Iya dong ini semua dong (mencentang 3&4). Recognise the use of stress word. Recognise the time reference yes, distinguish between positive negative yes. Listen to a conversation then identify the setting ya pasti. Ini kalo IBT yes tapi karena kita PBT engga. complete the story then listen no.karena tidak ada relate. Guess what news headline yes.

M : difficulties dalam mengaplikasikan strateginya apa bapak?

A : media, the signal. Jadi kesulitannya adalah implementasi menggunakan beberapa platform. Kita harus memakai beberapa platform digital, tidak hanya satu. Kalo itu didukung sama google platform kemudian didukung sama yang lain juga.

- A : combining the digital platform. Tidak hanya satu platform. Ada youtube ada tik tok.
- M : alasan bapak dalam memakai strategi ini apa?
- A : karena ini sesuai semua ya sesuai yang diminta dalam teks. Karena di test itu kan ada trik. Nah ini sesuai dengan trik. Intinya listening TOSE itu berbeda dengan listening biasa. Bedanya kalo listening biasa itu adalah how to understand tapi kalo listening TOSE itu how to overcome the test bukan how to understand how the speaker said. Karena memang seperti itu. Sudah ya.
- M : baik pak. Terimakasih.

APPENDIX 3

TOSE PDF Book

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